

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH TOWNSHIP HIGH SCHOOL

CULINARY ARTS

Revised August, 2017

Culinary Arts

Culinary Arts is a single semester course that provides instruction in, and practical application of, food production for students considering a career in the foodservice industry or are interested in expanding their knowledge of cooking at home. The Culinary Arts course is designed to prepare students for entry level employment in the foodservice industry as well as for continuing education in Culinary Arts.

In this course students will explore the roles of workers in a professional kitchen. They will learn why safety and sanitation must be controlled at all times and how to use the equipment in a professional kitchen safely. Knife skills will be further practiced and students will begin to improve their accuracy and speed in producing knife cuts. Students will explore how our senses are used to experience food. A variety of cooking techniques and ingredients will be explored and used for preparation of breakfast foods, soups and appetizers, fruits, vegetables and legumes, as well as sandwiches.

Students will learn about special diets and the many reasons why customers are concerned about what is in their food. They will understand why it is necessary for every employee to be aware of what ingredients are present in each dish.

The final cooking unit of the semester gives students a taste of many traditional foods from each region of the United States.

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Essential Questions	Enduring Understandings	National Family & Consumer Sciences Standards	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	NJ 21st Century Life and Career Standards
Unit 1 – The Culinary Kitchen Pacing- 3 Days						
How does a brigade system work? Why is it important to understand how to use all of the equipment in a culinary kitchen?	A commercial kitchen has different equipment than a home kitchen. All equipment must be used correctly and treated with care to be safe and effective.	8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers. 8.1.2 Analyze opportunities for employment and entrepreneurial endeavors. 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.	Identify the roles represented in the brigade system. Describe the responsibilities of each member of the kitchen brigade. Identify workstations. Identify the pieces of kitchen equipment.	Evaluation of student work (e.g, classwork, homework) Group/class discussions. Regular implementation of formative assessment strategies including	<u>Language Arts</u> NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others NJSLSA.SL2. Integrate and evaluate information presented	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

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	<p>Kitchens are more organized when everyone understands the role they play.</p> <p>Organization in the kitchen is critical to success.</p>	<p>8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements.</p> <p>8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.</p>	<p>Demonstrate proper use of kitchen equipment.</p> <p>Demonstrate how a kitchen brigade works as one unit.</p> <p>Identify food preparation equipment.</p> <p>Contrast the heat sources used in cooking.</p> <p>Identify the uses of hot food holding equipment.</p> <p>Describe the function of a steam table and a bain marie.</p> <p>Identify the uses of service equipment.</p> <p>Explain how the layout of a commercial kitchen affects workflow.</p>	<p>but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflect on</p> <p>End of unit quizzes and tests.</p> <p>Performance as measured by teacher designed rubric.</p>	<p>in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>Mathematics</u></p> <p>A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p><u>Science</u></p> <p>HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p><u>Social Studies</u></p> <p>6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p><u>Technology</u></p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p><u>Health and Phys. Ed</u></p> <p>2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p>	<p>9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.</p> <p>9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and foodservice industry.</p>
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					2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.	
Unit 2 - Safety & Sanitation Pacing – 5 Days						
How can work in the kitchen be safe and efficient? What procedures should be followed to prevent injury and illness? What are the risks of serving “bad” food to customers?	It is the personal responsibility of each worker to practice safety at all times. Bacteria can grow rapidly in the right setting. There are systems designed to protect food. There are consequences for serving improperly prepared or stored food to others.	8.2.1 Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. 8.2.2 Employ food service management safety/sanitation program procedures. 8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness. 8.2.5 Practice standard personal hygiene and wellness procedures. 8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods. 8.2.7 Demonstrate safe food handling and preparation techniques that	Identify kitchen safety guidelines and equipment. Describe first aid measures for most common kitchen injuries. Identify and describe the purpose of Material Safety Data Sheets. Demonstrate proper use of a fire extinguisher. Describe the sources of direct contamination and cross-contamination. Identify biological, chemical, and physical hazards. Describe how to prevent biological, chemical, and physical contamination. Explain how to respond to an outbreak of foodborne illness.	Evaluation of student work (e.g. classwork, homework) Group/class discussions. Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on. End of unit quizzes and tests. Performance as measured by teacher designed rubric.	Language Arts NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others Mathematics MG.1 Use geometric shapes, their measures, and their properties to describe objects MG.3 Apply geometric methods to solve design problems. Science HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. Social Studies	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service. 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and foodservice industry.

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		<p>prevent cross contamination from potentially hazardous foods and food groups.</p> <p>8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods.</p> <p>8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.</p> <p>8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools.</p> <p>8.6.1 Apply principles of purchasing, receiving, and storing in food service operations.</p> <p>8.6.2 Practice inventory procedures including first in/first out concept, date marking, and specific record keeping.</p>	<p>Discuss all lab expectations and procedures.</p> <p>Demonstrate appropriate grooming for the workplace.</p> <p>Explain when and how gloves are used in the kitchen.</p> <p>Demonstrate proper hand-washing procedures.</p>	<p>Authentic Assessment: Complete a lab by working together as a kitchen brigade.</p>	<p>6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p style="text-align: center;"><u>Technology</u></p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p style="text-align: center;"><u>Health and Phys. Ed</u></p> <p>2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.</p>	
Unit 3 - Basic Skills Pacing – 5 Days						
Why are proper knife skills important in a culinary kitchen?	<p>A chef needs to practice knife skills to get consistent cuts.</p> <p>Knife skills and organization are ways to increase</p>	<p>8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.</p> <p>8.3.1 Operate tools and equipment following safety</p>	<p>Explain the role of mise en place in a kitchen.</p> <p>Demonstrate proper mise en place in the production of a recipe.</p>	<p>Evaluation of student work (e.g, classwork, homework)</p> <p>Group/class discussions.</p>	<p style="text-align: center;"><u>Language Arts</u></p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.W6. Use technology, including the Internet, to</p>	<p>9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.</p>

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How does organization affect the success of a culinary kitchen?	<p>efficiency in the kitchen.</p> <p>Organization in the kitchen is critical to success.</p>	<p>procedures and OSHA requirements.</p> <p>8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements.</p> <p>8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.</p> <p>8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools.</p> <p>8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.</p>	<p>Explain how the layout of a kitchen affects workflow.</p> <p>Identify parts of a knife.</p> <p>Select appropriate knives for specific tasks.</p> <p>Perform basic cutting techniques with speed and accuracy.</p> <p>List important knife safety and sanitation guidelines.</p> <p>Explain proper knife storage guidelines.</p> <p>Demonstrate the proper way to grip a knife.</p> <p>Select hand tools for specific tasks.</p> <p>Select cookware based on its specific use.</p>	<p>Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on</p> <p>End of unit quizzes and tests.</p> <p>Performance as measured by teacher designed rubric.</p> <p>Authentic Assessments: Practice a variety of knife skills while measuring accuracy and speed. Increase the speed and accuracy over time.</p> <p>Plan and complete a lab experience focused on Mise en place.</p>	<p>produce and publish writing and to interact and collaborate with others</p> <p>Mathematics</p> <p>MG.1 Use geometric shapes, their measures, and their properties to describe objects</p> <p>MG.3 Apply geometric methods to solve design problems</p> <p>Science</p> <p>HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p>Social Studies</p> <p>6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p>Technology</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>Health and Phys. Ed</p> <p>2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and</p>	<p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <p>9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.</p> <p>9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and foodservice industry.</p>
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					young adults in the United States and other countries.	
Unit 4 – Sensory Perception Pacing – 4 Days						
How does a chef make plain food look unique and tempting?	Food presentation is just as important as flavor and texture.	8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. 8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and holding of a variety of foods. 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.	Describe the sensory properties of food. Explain how the sensory property of flavor is a combination of three sensory experiences. Explain sensory evaluation. Identify the factors that affect sensory evaluation. Contrast seasonings and flavorings. Identify seven common ingredients used to enhance flavor. Explain when to add seasonings and flavorings during the cooking process. Contrast the characteristics of herbs versus spices. Identify different herbs and spices.	Evaluation of student work (e.g, classwork, homework) Group/class discussions. Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on End of unit quizzes and tests. Performance as measured by teacher designed rubric. Authentic Assessment: Creative arrangement of	Language Arts NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Mathematics MG.1 Use geometric shapes, their measures, and their properties to describe objects MG.3 Apply geometric methods to solve design problems Science HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. Social Studies 6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service. 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and foodservice industry.

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			Describe the various forms of herbs and spices. Explain how herbs and spices are used. Explain how to store herbs and spices.	basic, boring foods on a plate.	populations on natural resources and land use. <u>Technology</u> 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. <u>Health and Phys. Ed</u> 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.	
Unit 5 - Cooking Methods Pacing - 8 Days						
How do the many cooking methods affect food? How can a chef get the best flavor and texture out of a variety of ingredients?	Heat is transferred to food by hot air or hot liquid. The cooking method a chef uses dramatically influences the resulting product.	8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.	Contrast different cooking methods. Explain how cooking affects a food's nutritive value, texture, color, aroma, and flavor. Define dry heat cooking techniques. Define moist heat cooking techniques. Define combination cooking techniques.	Evaluation of student work (e.g, classwork, homework) Group/class discussions. Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share,	<u>Language Arts</u> NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others'	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 9.3.HT-RFB.8 Implement standard operating

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		<p>8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques.</p> <p>8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, and reheating, and holding of a variety of foods.</p> <p>8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.</p>	<p>Demonstrate dry cooking techniques.</p> <p>Demonstrate methods of frying foods.</p> <p>Demonstrate moist cooking techniques.</p> <p>Demonstrate braising and stewing.</p>	<p>3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on</p> <p>End of unit quizzes and tests.</p> <p>Performance as measured by teacher designed rubric.</p> <p>Authentic Assessment: Plan and prepare a recipe that requires both dry and moist heat cooking.</p>	<p>ideas and expressing their own clearly and persuasively.</p> <p><u>Mathematics</u> MG.1 Use geometric shapes, their measures, and their properties to describe objects MG.3 Apply geometric methods to solve design problems</p> <p><u>Science</u> HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p><u>Social Studies</u> 6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p><u>Technology</u> 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p><u>Health and Phys. Ed</u> 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and</p>	<p>procedures related to food and beverage production and guest service.</p> <p>9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and foodservice industry.</p>
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					young adults in the United States and other countries.	
Unit 6 - Breakfast Pacing – 8 Days						
Why should cooks know many ways to prepare eggs? Why do people like to go out to breakfast?	Cooks need to know how to prepare a wide variety of breakfast foods for customer satisfaction. Dining out for breakfast is popular because it is cost effective and allows for a variety of options.	8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. 8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and holding of a variety of foods. 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques. 8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe	Identify basic breakfast foods. Explain the grading process of eggs. List types of breakfast meats, breads, and cereals. Prepare breakfast meats. Describe at least four ways to cook eggs. Prepare breakfast egg dishes. List quick breads served with breakfast. Prepare pancakes, waffles, and French toast. Prepare hot cereals.	Evaluation of student work (e.g, classwork, homework) Group/class discussions. Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on End of unit quizzes and tests. Performance as measured by teacher designed rubric. Authentic Assessment: Plan a breakfast combo according to	Language Arts NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others Mathematics A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. Science HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. Social Studies 6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service. 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and foodservice industry.

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		handling and professional preparation techniques.		teacher specifications for a restaurant.	to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources. 6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. <u>Technology</u> 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. <u>Health and Phys. Ed</u> 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.	
Unit 7 - Soups & Appetizers Pacing – 8 Days						
Why is soup a great way to use leftover bits of ingredients to prevent waste? What is the purpose of mirepoix?	Soups are a popular part of most menus. Soups are a good way to use up ingredients that are left from other recipes to prevent waste in the kitchen.	8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing,	Identify the various classes of soups. Describe how to prepare various soups, using commercial bases or stocks. Present soups attractively garnished.	Evaluation of student work (e.g, classwork, homework) Group/class discussions. Regular implementation of formative	<u>Language Arts</u> NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.4 Demonstrate leadership qualities and

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How do appetizers fit into a menu?	<p>Sauteing or sweating mirepoix is the first step in making most soups.</p> <p>Appetizers are small portions served at the table before a meal.</p>	<p>poaching, steaming, and baking using professional equipment and current technologies.</p> <p>8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques.</p> <p>8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and holding of a variety of foods.</p> <p>8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.</p> <p>8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.</p>	<p>Store soups safely for future use.</p> <p>Prepare a variety of appetizers.</p> <p>Arrange appetizers in an appealing manner.</p>	<p>assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on</p> <p>End of unit quizzes and tests.</p> <p>Performance as measured by teacher designed rubric.</p> <p>Authentic Assessment: Use various “leftover” ingredients to create a new and appealing soup.</p>	<p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Mathematics A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p>Science HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p>Social Studies 6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p>Technology 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>Health and Phys. Ed 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss,</p>	<p>collaboration with others.</p> <p>9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.</p> <p>9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and foodservice industry.</p>
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					weight gain, and weight maintenance. 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.	
Unit 8 - Fruits, Vegetables, & Legumes Pacing - 6 Days						
How are fruits and vegetables part of a healthy menu?	Customers want their food to be healthy as well as delicious and beautiful.	8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.	Identify the quality characteristics of fresh, frozen, canned, and dried fruits.	Evaluation of student work (e.g, classwork, homework)	<p>Language Arts NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>Mathematics A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p>Science HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human</p>	<p>9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service. 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and foodservice industry.</p>
How can legumes help bring variety to a menu?	There are a wide variety of legumes that can add nutrients and texture to vegetarian cuisine.	8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.	Explain how to purchase and store varieties of fresh, frozen canned, and dried fruits.	Group/class discussions.		
How are fruits, vegetables, and legumes prepared?	Using fresh ingredients is an easy way to provide flavor and color to a dish.	8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques.	Demonstrate dry and moist cooking of fruits.	Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on		
		8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and holding of a variety of foods.	Identify the quality characteristics of fresh, frozen, canned, and dried vegetables.	End of unit quizzes and tests.		
			Explain how to purchase and store varieties of fresh, frozen canned, and dried vegetables.	Performance as measured by		
			Demonstrate dry and moist cooking of vegetables.			

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		<p>8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.</p> <p>8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.</p>	<p>Identify various types of legumes.</p> <p>Identify the quality characteristics of legumes.</p> <p>Explain how to purchase and store legumes.</p> <p>Prepare and cook legumes.</p>	teacher designed rubric.	<p>activities on the environment and biodiversity.</p> <p><u>Social Studies</u></p> <p>6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.</p> <p>6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p><u>Technology</u></p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p><u>Health and Phys. Ed</u></p> <p>2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p>	
Unit 9 - The Many Layers of Sandwiches Pacing - 6 Days						
What is a sandwich?	A sandwich consists of any variety of breads with a variety of	8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.	Describe the different types of sandwiches, spreads, fillings, and cheeses.	Evaluation of student work (e.g, classwork, homework)	<p><u>Language Arts</u></p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development;</p>	9.3.HT-RFB.2 Demonstrate safety and sanitation

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How are sandwiches a critical part of cuisine around the world?	<p>ingredients in the bread.</p> <p>Sandwiches can be vegetarian or nonvegetarian.</p> <p>Sandwiches are a great way to try fusion cuisine.</p>	<p>8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p> <p>8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques.</p> <p>8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and holding of a variety of foods.</p> <p>8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.</p> <p>8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.</p>	<p>Identify common types of sandwich accompaniments.</p> <p>List the tools needed at a sandwich preparation workstation.</p> <p>Prepare sandwiches efficiently.</p> <p>Describe the different types of hot and cold sandwiches.</p> <p>Explain guidelines for preparing and plating hot and cold sandwiches.</p> <p>Prepare sandwiches.</p> <p>List several garnishes and accompaniments for hot and cold sandwiches.</p>	<p>Group/class discussions.</p> <p>Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflection</p> <p>End of unit quizzes and tests.</p> <p>Performance as measured by teacher designed rubric.</p>	<p>summarize the key supporting details and ideas.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Mathematics</p> <p>MG.1 Use geometric shapes, their measures, and their properties to describe objects</p> <p>MG.3 Apply geometric methods to solve design problems</p> <p>Science</p> <p>HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p>Social Studies</p> <p>6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.</p> <p>Technology</p>	<p>procedures in food and beverage service facilities.</p> <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <p>9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.</p> <p>9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and foodservice industry.</p>
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					<p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>Health and Phys. Ed</p> <p>2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p>	
<p>Unit 10 - Special Diets & Substitutions Pacing – 8 Days</p>						
<p>Why is it important to know all of the ingredients in a particular food item?</p> <p>How can restaurant workers participate in the health and well-being of their customers?</p>	<p>Everyone involved in planning, preparing and cooking food should be aware of all the ingredients involved.</p> <p>People's health, religious and cultural background determine diet.</p> <p>Recipes can be altered to suit different diets.</p>	<p>8.4.2 Apply menu-planning principles to develop and modify menus.</p> <p>8.5.14 Demonstrate cooking methods that increase nutritional value, lower calorie, and fat content, and utilize herbs and spices to enhance flavor.</p>	<p>Explain how food allergies affect humans.</p> <p>Describe how culture and religion affect food choices.</p> <p>Identify nutritious meals and the preparation methods used to prepare them.</p> <p>Describe the types and uses of food additives.</p> <p>Describe how age, activity level, lifestyle, and health influence dietary needs and choices.</p> <p>Apply knowledge of special dietary needs to menu planning.</p>	<p>Evaluation of student work (e.g., classwork, homework)</p> <p>Group/class discussions.</p> <p>Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on</p>	<p>Language Arts</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.</p> <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <p>9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.</p> <p>9.3.HT-RFB.9 Describe career</p>

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			<p>Explain how nutrients in food are affected by time and water.</p> <p>List ways to reduce the amount of fat, cholesterol, sodium, or sugar in recipes.</p> <p>Prepare, cook, and store food to retain nutrients.</p>	<p>End of unit quizzes and tests.</p> <p>Performance as measured by teacher designed rubric.</p> <p>Authentic Assessment: Change an existing recipe to make it healthier or reduce allergens.</p>	<p><u>Mathematics</u> A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p><u>Science</u> HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p><u>Social Studies</u> 6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p><u>Technology</u> 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p><u>Health and Phys. Ed</u> 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and</p>	<p>opportunities and qualifications in the restaurant and foodservice industry.</p>
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					young adults in the United States and other countries.	
Unit 11 - Regional American Cooking Pacing – 12 Days						
How is a cuisine created? Why are there variations of classic recipes?	<p>Cuisine is created with local ingredients and the traditions and cultures of people from the area.</p> <p>Many home cooks make different variations of the same dish.</p> <p>A cook should be able to utilize local ingredients to make food that is fresh and cost effective</p>	<p>8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.</p> <p>8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</p> <p>8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques.</p> <p>8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and holding of a variety of foods.</p> <p>8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.</p>	<p>Identify the 5 distinct regions of the U.S.</p> <p>Describe the factors that influence the culinary traditions of each region.</p> <p>Prepare a variety of foods from the Northeast region.</p> <p>Prepare a variety of foods from the Southeast region.</p> <p>Prepare a variety of foods from the Northwest region.</p> <p>Prepare a variety of foods from the Southwest region.</p> <p>Prepare a variety of foods from the Central region.</p>	<p>Evaluation of student work (e.g, classwork, homework)</p> <p>Group/class discussions.</p> <p>Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on</p> <p>End of unit quizzes and tests.</p> <p>Performance as measured by teacher designed rubric.</p>	<p><u>Language Arts</u></p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>Mathematics</u></p> <p>MG.1 Use geometric shapes, their measures, and their properties to describe objects</p> <p>MG.3 Apply geometric methods to solve design problems</p> <p><u>Science</u></p> <p>HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p><u>Social Studies</u></p> <p>6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and</p>	<p>9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.</p> <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <p>9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.</p> <p>9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and foodservice industry.</p>

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					<p>analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.</p> <p>6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p style="text-align: center;"><u>Technology</u></p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p style="text-align: center;"><u>Health and Phys. Ed</u></p> <p>2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.</p>	
Unit 12 - Kitchen Maintenance Pacing – 5 Days						

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Why is cleanliness important in a kitchen setting?	It is important to deep clean a kitchen at regular intervals. Organization is the key to success in a kitchen.	5.2.2 Operate cleaning equipment and tools. 5.2.3 Manage use of supplies. 5.2.4 Maintain building interior surfaces, wall coverings, fabrics, furnishings, and floor surfaces. 5.2.5 Perform facilities maintenance based on established standards and procedures.	Explain the steps involved in cleaning and sanitizing. Demonstrate proper cleaning and sanitization.	Performance as measured by teacher designed rubric.	<p><u>Language Arts</u> NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p><u>Mathematics</u> MG.1 Use geometric shapes, their measures, and their properties to describe objects MG.3 Apply geometric methods to solve design problems</p> <p><u>Science</u> HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p><u>Social Studies</u> 6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p><u>Technology</u> 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	<p>9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.</p> <p>9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</p> <p>9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.</p>
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					<p>activities on the environment and biodiversity.</p> <p><u>Social Studies</u></p> <p>6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p><u>Technology</u></p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	
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